

## About the Guest Editors

*Hidehiro Endo* is a doctoral candidate in the Department of Curriculum and Instruction's Curriculum Studies Program at Purdue University. His primary research interest is in the educational experiences of immigrant/international students. He is also interested in pre-/in-service teachers' experiences and LGBTQ issues in education.

*Paul Chamness Reece-Miller, Ph.D.*, is an Associate Professor and Chair of the Bilingual Education & Diversity Studies Program in the Department of Curriculum & Instruction at Texas Tech University. His areas of research are social justice issues related to queer youth and teachers, as well as English Language Learners, in the K-12 school setting, in addition to pedagogical issues in the field of language learning.

## About the Contributors

*Kimberly A. Campanello* is pursuing an M.A. in Women's Studies at the University of Cincinnati. She teaches Introduction to Women's Studies at UC and is involved in LGBTQ activism. She is currently conducting research on bisexuality using qualitative methods and has published and presented her work on gender, sexuality, and identity.

*Tara Goldstein, Ph.D.*, is a Professor and Chair of the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT). Her teaching and research interests include working towards equity in education, the schooling of immigrant adolescents in multilingual communities, schooling and sexuality, and performed ethnography/research-informed theatre.

*Janna M. Jackson, Ph.D.*, is an Assistant Professor in the Department of Curriculum and Instruction at the University of Massachusetts Boston. Her book *Unmasking identities: An exploration of the lives of gay and lesbian teachers* posits a theory of gay teacher development and examines implications for K-12 education. Other research interests include technology and education and social justice issues.

*James W. Koschoreck, Ph.D.*, is an Associate Professor and Graduate Program Director for the Urban Educational Leadership Program at the University of Cincinnati. His areas of research include educational policy and LG-

BTQ issues in public schools. His most recent work is a co-edited book titled *Sexuality matters: Paradigms and policies for educational leaders*.

*Lance T. McCready, Ph. D.*, is Assistant Professor of Urban Education at the Ontario Institute for Studies in Education at the University of Toronto. Dr. McCready teaches School & Society in the inner city-focused cohort of the Secondary Initial Teacher Education program and teaches graduate course on urban education and gender issues in urban schools. His research and writing focuses on curricular and pedagogical issues in urban education, specifically the “troubles” facing Black male students in urban schools and the experiences of queer youth of color.

*Jane Bryan Meek* recently completed her M.A. in Women’s, Gender, and Sexuality Studies at the University of Cincinnati after teaching English and Creative Writing at Florida Gulf Coast University. She is currently working as an independent researcher and consultant on issues related to LGBT/queer youth in schools, and her research interests focus on queer scholarly activism, the advocacy of LGBT student and community groups, and multicultural education curriculum reform. Her publications in these fields include articles in *Intersections: Women’s and Gender Studies in Review* and upcoming chapters in *Sexualities in Education: A Reader* and the *Handbook of Research on Educational Leadership for Diversity and Equity*.

*Mitsunori Misawa, Ph.D.*, is a recent graduate from the Adult Education program and a part-time Assistant Professor in the Qualitative Research program of the Department of Lifelong Education, Administration, and Policy at the University of Georgia. He is also an educational and training specialist at Central State Hospital where he conducts policy research and curriculum development. His current research interests include adult bullying, anti-oppressive education, the intersectionality of race, sexual orientation, and gender; feminist pedagogy, positionality, qualitative research; narrative inquiry; Critical Race Theory and Queer Theory; and multicultural issues in higher education and healthcare settings. He has presented on these research areas at national and international conferences and has published journal articles and book chapters on these topics.

*Mick Mominee* is a doctoral student in Urban Educational Leadership at the University of Cincinnati. His studies and research focus on leading change to better serve marginalized populations in education. Mick currently teaches courses in social justice and ethics at a Catholic high school.

## About Selected Members of the Editorial Board

A special thanks to two invited members of the editorial board for this issue of *IJCP* whose work in editing was invaluable:

*Katie Fennell* received her Master's Degree in English and Writing & Editing from the University of North Carolina at Greensboro and works professionally in writing, editing, publicity, marketing, and design. She has worked extensively with academic publications with ties both domestic and abroad, and most recently was Design Editor of *Techne Rhetorike*, a textbook used in UNCG's English Department. She lives in Greensboro, North Carolina.

*Cara Williams* is a doctoral student in the English department at the University of North Carolina at Greensboro where she studies literary theory, 20th century American literature, and feminist pedagogy.